

# Progression from Apprenticeships to HE

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# Overview

- Setting the scene
- The barriers to progression?
- Case Studies
  - Apprentice - Graduate
  - Partnership working to aid progression
- Summary

# Ask the audience

- Anyone from FE?
- Anyone from Universities / other HEIs?
- Anyone from the wider education sector?
- Anyone from Business & industry?
- Anyone from Local Authorities?

**72%** of businesses who currently employ apprentices say they made a **positive contribution** during the recession

**80%** of employers who employ apprentices agree they make the workplace **more productive**

**81%** of **consumers favour using** a company which takes on apprentices

**83%** of apprentice employers rely on their Apprenticeship programmes to provide a **skilled workforce** for the future

**88%** of apprentice employers believe that Apprenticeships lead to a more **motivated** and **satisfied workforce**

**94%** of consumers think that it is **important** for companies **to take on** apprentices during today's economic recovery

# What is higher level learning?

- Not just for 18-year-old college leavers!
- (Employees) may want to:
  - Improve promotion prospects and career progression
  - Improve their earning potential
  - Pursue a personal or professional interest
  - Return to education after a break
  - Develop and instantly apply new principles and skills
- All of which can enable a business to...

# Higher level learning can enable a business to...

- grow
- enter new markets
- retain and recruit staff
- reduce costs
- introduce new products



# Benefits and support

- Flexible delivery = minimum disruption
- Not always location-based
- Knowledge- and Skills-based learning
- Project- / work-based assessments
- Support from universities to bridge the gap to higher level learning





## A competitive advantage

Staff who complete higher level learning:

- more motivated
- more highly skilled
- more knowledgeable
- more able to fill skills gaps
- greater sense of achievement
- geared towards the business

# The barriers to progression?

- Although there are some well-trodden Apprenticeship>HE pathways, there is evidence (e.g. [Smith & Joslin, 2011](#)) to indicate high aspirations for HE from apprentices but low uptake (though time does play a role)...

## Why?

# The barriers to progression?

- Stigma of 'university' education
- Funding
  - Funding model based on age rather than stage
  - Who pays for what? When? How? Why
  - Part-time tuition fee loan, you say...?
- Complicated range of 'Higher Level' qualifications
- Discrepancies between different subject areas

# The barriers to progression?

- “UCAS Tariff”
- Understanding (*value*) of apprenticeships by university staff *and* national changes to IAG...
- Flexible study modes (not just full time)
- Development of Higher Apprenticeships
- Perceived ‘competition’ from Colleges...

**...but despite all this, progression does take place!**

# Case Studies

1. Part-time provision for local employees with an apprenticeship background
2. Collaborative development of work-based programmes with University Hospital Southampton NHS Foundation Trust (UHS)

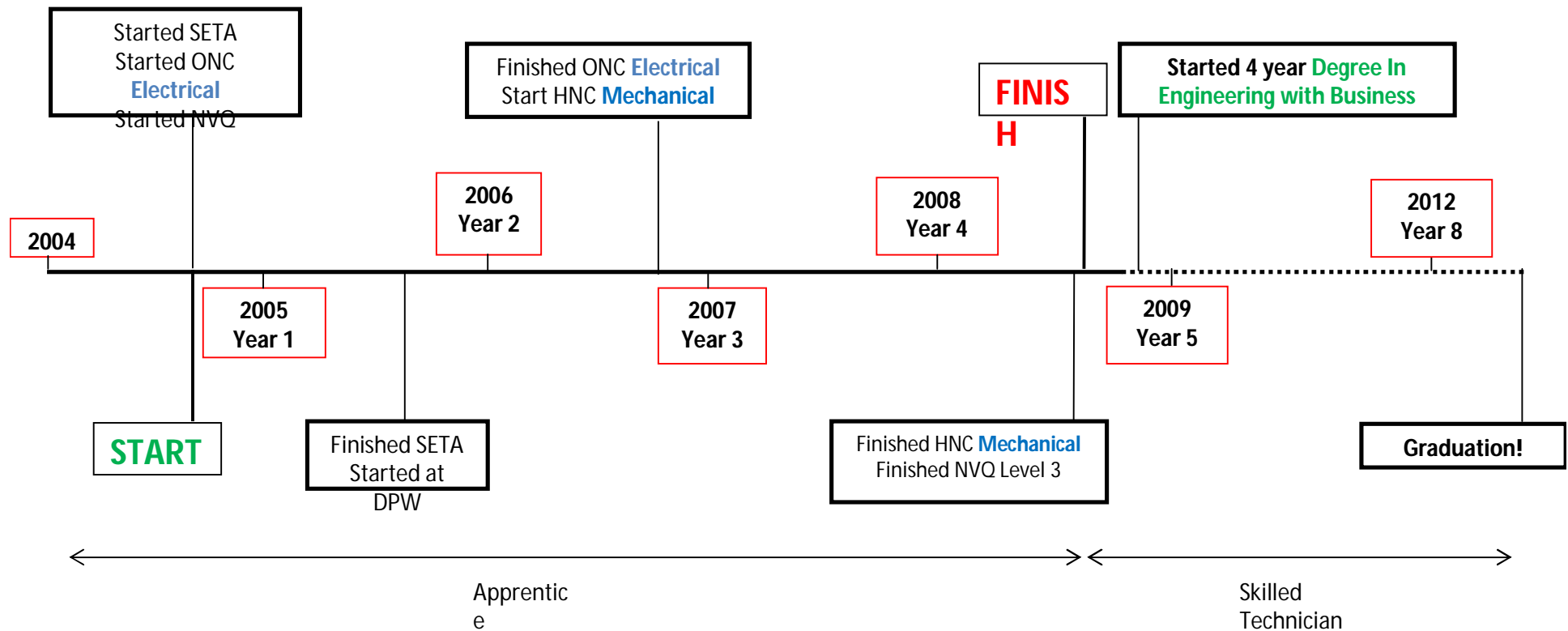
# 1. Case Study: Luke Oates (BEng)

*Ex-Apprentice > 2012 Graduate!*





# Luke Oates (BEng) Career Timeline



## 2. Case Study: UHS, UoS, SSU



- University Hospital Southampton NHS Foundation Trust (UHS):
  - Affordable and sustainable workforce planning
- UHS, Southampton Solent University and the University of Southampton working together to map out staff career pathways

## 2. Case Study: UHS, UoS, SSU

### ■ Higher level learning can:

- Be designed by the employer, specifically for the job role (address skills gaps)
- Delivery based on expertise and technical resources
- Blended learning: online, on campus, at weekends
- Demonstrate advantages for both employer + employee

# In summary: Progression to HE

- Well publicised advantages to apprenticeships (apprentice + employer + training provider + UK)
- Evidence of good practice to support progression – but limited to ‘the usual suspects’
- Barriers to progression not limited to one sector
- Progression *is* happening – can be difficult to ‘spot’
- Partnerships key to progression (and transition) support



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